DOCUMENT RESUME

ED 176 016 CE 019 857

TITLE	Pre-Driver Licensing Course. Instructor Guidance Materials. Driver Education Curriculum for Secondary Schools. Final Revision.
INSTITUTION	Human Resources Research Organization, Alexandria, Va.
SPONS AGENCY	National Highway Traffic Safety Administration (DOT), Washington, D. C.
NOTE	124p.; Not available in paper copy due to light print; For a related document see CE 019 858
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Driver Education; Motor Vehicles; *Resource Materials; Secondary Education; *Teaching Methods; *Traffic Safety

ABSTRACT

This instructor's guide accompanies a secondary education driver education curriculum (CE 019 858). It contains instructions for the following three units included in the curriculum guide: (1) introduction to the course; (2) basic control tasks; and (3) procedures involved in normal driving. First, the general instructional approach is discussed for each unit. Then performance and mediator objectives and needed instructional materials are presented. Also, the suggested time and methodology for each task is charted. (BM)

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PRE-DRIVER LICENSING COURSE
Instructor Guidance Materials

Driver Education Curriculum

for

Secondary Schools

Final Revision

CE 019 857

Prepared for

National Highway Traffic Safety Administration

U.S. Department of Transportation

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PRE-DRIVER LICENSING COURSE

INSTRUCTOR GUIDANCE MATERIALS

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CODING SYSTEM KEY

Each lesson in the Pre-Driver Licensing Course has a code number. The code is used primarily for the convenience of instructors and course administrators, and does not appear on student materials. The coding system key is as follows:

- The first letter in the code - "P" - designates Pre-Driver Licensing Course. (This entry is used to distinguish this course from the Safe Performance Curriculum.)
- The second letter in the code (either "C," "S," "R," or "O") designates one of the following:

  Classroom

  Simulator

  Range

  On-Street

- The third item in the code is a number, designating the numerical placement of the lesson in the course.

Therefore, PC1 would be the first class session in the Pre-Driver Licensing Course; PO2 would be the second on-street session; and so forth.

INTRODUCTION

UNIT I

INTRODUCTION

UNIT 1

GENERAL INSTRUCTIONAL APPROACH

This is a one-period class for course introduction and organization. During this period, the instructor should explain the course experience, finalize student scheduling, and administer the Knowledge Pre-Test. It is not considered part of the training program and therefore the class code is PCO.*

INSTRUCTIONAL MATERIALS

CLASSROOM PCO (Unit 1)

Materials Needed in Class

1. Knowledge Pre-Test and answer sheets (one per student).
2. Schedules for each student.
3. LAPS 2-1 and 2-2 (one per student).

* First letter in code - "P" - designates Pre-Driver Licensing Course. (This entry is used to distinguish this course from the Safe Performance Curriculum, which is administered as part of the pilot test.) The second letter in the code (either "C," "S," "R," or "O") designates one of the following: Classroom, Simulator, Range, or On-Street. The third item in the code is a number, designating the numerical placement of the lesson in the course.

First of 1 class session in Unit 1

PCO

CONTENT	SUGGESTED TIME	METHODOLOGY
1. Course introduction/organization	20-25	Instructor should explain course and schedule students. Pilot test implementation requirements are such that a large number of students must be trained; this results in a rather complex schedule (see "Scheduling" in the "Administrative Guidelines" section of the Safe Performance Curriculum). For pilot test purposes, then, the instructor should explain to students why their schedules may vary from that of their classmates (e.g., half of the class may be on the range one day, while the other half is in study hall). Explain to students why the course is scheduled this way, and the importance of each student keeping track of his own schedule. The problems associated with students not being at the right place at the right time can be illustrated and the different types of sessions in the course explained. In addition, students should be told that they'll be coming in contact with different instructors throughout the course. NOTE: Outside the pilot test setting, student/course scheduling may not be quite so complex. The explanation to students, in this case, should be geared to the local setting.

First of 1 class session in Unit 1 (cont'd)

PCO

CONTENT	SUGGESTED TIME	METHODOLOGY
2. Knowledge pre-test administration	20-25	Explain that this is only a test to see how much the student knows before the course starts. Assure students that it will not affect their grade in the course, but that they should try to choose the answers they think are best. Refer to the "Evaluation Measures" section of the Safe Performance Curriculum for specific instructions on knowledge pre-test administration.
3. Assignment		Assign LAPS 2-1 and 2-2 and tell students the day--PC1--on which they will be tested on this material. Ensure that students understand how to work the exercises and inform them that exercises will be collected.

PRE-DRIVER LICENSING COURSE
INSTRUCTOR GUIDANCE PACKAGE

BASIC CONTROL TASKS

UNIT 2

BASIC CONTROL TASKS

UNIT 2

GENERAL INSTRUCTIONAL APPROACH (This unit begins after students have been briefed and scheduled for the course.)

In Modules 2-1 and 2-2, the student achieves initial knowledge of the procedures involved in making pre-start checks, adjusting safety equipment, starting the engine and performing simple maneuvers. It is important that the student get the information through reading the material. In the classroom session of this unit, the instructor will conduct an oral review and exercise of the preoperative procedures and lateral and longitudinal control, and simple maneuvers (backing, turnabouts, and parking) using the transparencies provided. One purpose of the classroom session is to evaluate knowledge gained through independent study and to discuss any problems with the procedures. This goal should be achieved through the knowledge tests and question/answer sessions. The students should also be briefed on upcoming simulator and range sessions.

The first simulator lab in Unit 2 is used to orient students to the simulator equipment. During the last part of this session, the instructor will use part of the exercise used in the first classroom session to help orient students to the Basic Control Tasks. In this exercise, however, the students will perform the basic prestarting and starting procedures on their simulators, as each step is discussed. Students will then pair up, and perform an exercise designed to help them learn the proper order for the preoperative, prestarting, and starting procedures. **Students will view a film on "Lateral and Longitudinal Control" in the second simulator lab.**

The most important part of this unit is the off-street instruction. In this mode, the student will merge his knowledge of procedures with his development of skills in performing basic control tasks. The student will develop these skills to the level of habits through guided repetition of the tasks. This is the student's first experience with off-street instruction, and the instructor must establish a serious and productive atmosphere. The students will have three lessons on the range to accomplish tasks in Modules 2-1 and 2-2, Basic Control.

Make sure students are given the State Driver's Guide. Students should be encouraged to read the Guide. Provide reminders when students report to simulator and range sessions.

PERFORMANCE AND MEDIATOR OBJECTIVES

Refer to Safe Performance Curriculum Specifications (SPC Unit 2 Appendix), Modules 2-1 and 2-2. (Instructor should familiarize himself with these objectives prior to classroom instruction.)

INSTRUCTIONAL MATERIALS

CLASSROOM PC1 (First and only session in Unit 2)

Materials Needed in Class

1. Knowledge Tests for LAPS 2-1 and 2-2.
2. Transparencies 1 through 8 for Exercise A.
3. State Driver's Guide.
4. Transparencies to describe activity on the off-street facility and range rules.

Materials Instructor Needs by End of Class

1. Answer sheets for Knowledge Tests
2. Exercises from LAPS 2-1 and 2-2 (should be collected in class).

SIMULATOR LAB PS1 (First of two simulator sessions in Unit 2)

Materials Needed in Lab

1. Transparencies 2 through 6 of Exercise A, Unit 2
2. "Control Exercise" checklist, one per student.

SIMULATOR LAB PS2 (Second of two simulator sessions in Unit 2)

Materials Needed in Lab

1. Film (16mm): "Lateral and Longitudinal Control."

First of one classroom session in Unit 2

PC1

CONTENT	SUGGESTED TIME	METHODOLOGY
1. Roll/scheduling	5	Take roll and finalize schedule requirements, if needed.
2. Knowledge Test(s)	15	Administer Knowledge Tests on LAPS 2-1 and 2-2. (A copy of tests and correct answers are provided at the end of Unit 2, Safe Performance Curriculum.) Read the questions and have students mark answer sheets. Collect answer sheets, and collect exercises from LAPS 2-1 and 2-2.
3. Preoperative procedures; Lateral and longitudinal control (2-1)	20	Oral review in which students apply information on preoperative procedures, lateral and longitudinal control. The instructor will show transparencies after students have responded to questions asked. (The instructor should play an active role by asking questions and guiding students to supply the majority of the information.) See instructions for Exercise A on pages 5 through 14.
4. Backing, turnabouts, Parking (2-2)	10	Oral review in which students apply information on procedures for simple maneuvers (backing, turnabouts, parking). Instructor may have students use blackboard or, if available, model cars (either magnetic board or on flat surface with students gathered around) to aid in explanation of maneuvers.

First of one classroom session in Unit 2 (cont'd)

PC1

CONTENT	SUGGESTED TIME	METHODOLOGY
5. Description of activity on the off-street facility.	5	Instructor will describe activity on the off-street facility using transparencies to portray specific maneuvers. Refer to the range instructions and provide students with all pertinent information and instructions, so that maximum use may be made of range time. (See range instructions for "Introduction to Basic Control," PR1.) **Distribute range rules (copy provided on page 15) and discuss.**
6. **Assign State Driver Guide**		Distribute Guides and assign for next classroom session - PC2.

INSTRUCTOR NOTES

VISUALS

Before You Get In The Car

Introduce the exercise by asking students what things should be done before they get in the car. Have students volunteer answers. Then show TRANSPARENCY 1 and accompanying slides. (Do not show transparency until students volunteer answers. The transparency then provides students with feedback on whether or not they were correct. While transparency is on, have students discuss the reasons for each item. Ensure that students cover the reasons identified under "Instructor Notes.") Before exercise, show (3) slides of instrument panel and discuss (Slides 1, 2, 3).

1. Car windows and lights can easily be checked as you're walking toward the car. You should make sure that your windows are clean and check to see that all lights are clear of mud and dirt so that you can obtain maximum visibility. Other items which should be checked on a regular basis (e.g., battery, oil, radiator, etc...), but not every time, will be discussed in Unit 8.
2. (Show Slide 4). You should be aware of the direction the front wheels are turned, so that you don't take off at an angle when you move the car.
3. (Show Slide 5). Small children, animals, tricycles, etc., could easily be hidden in the path of the car (front and rear).
4. (Show Slide 6). Car should always be kept locked to prevent theft, people from being in car, etc.

TRANSPARENCY 1

BEFORE YOU GET IN THE CAR.

1. Check windows and lights.
2. Check tires and direction of front wheels.
3. Check for objects in path of car.
4. Unlock car door.

EXERCISE A: Prestarting, starting procedures; lateral and longitudinal control (continued)

PC 11

INSTRUCTOR NOTES

VISUALS

Before You Start The Car

Say to students: "Now you're ready to get in the car. What should you do before starting the car?" Wait for student answers. Then show TRANSPARENCY 2 and accompanying slides; discuss each of the steps in detail. Make sure the reasons under "Instructor Notes" are covered.

1. (Show Slide 7)

2. (Show Slides 8 & 9). The ignition switch may be either on the dashboard or the steering column. Get in the habit of putting the key in the ignition switch--not on the seat, dash, or in your pocket.

3. (Show Slides 10, 11, 12, 13) and
4. (Show Slides 14, 15, 16).
   Discuss the reason for the order in which these steps were done. For example, if you adjusted your mirrors before the seat, the mirror adjustment wouldn't be right; or if you put the safety restraints on before you adjusted the seat, the restraints might be too tight or too loose.

TRANSPARENCY 2

BEFORE YOU START THE CAR

1. Lock doors.
2. Put key in ignition.
3. Adjust seat, head restraint, and mirrors.
4. Fasten seat belt and shoulder harness.

INSTRUCTOR NOTES

VISUALS

Starting the Car

Ask student to identify the steps for starting the car and to try to get the steps in the proper order. Then, show TRANSPARENCY 3 and accompanying slides; discuss each step. Steps for "setting the choke" are not shown on the transparency. Ask students what is done to set the choke (push accelerator part-way to the floor once, then let it up immediately).

TRANSPARENCY 3

STARTING THE CAR

1. Put left hand at top of steering wheel.
2. Depress accelerator slightly. (No slide)
3. Turn ignition switch to start.
4. Release key when engine starts.
5. Check gauges.

The following should be covered by student comments:

1. (Show Slide 17). Placing your left hand at the top of the steering wheel will enable you to control any accidental movement of the car when the engine is started.

3. (Show Slide 18). This turns on the electricity and will also allow you to move the steering wheel. Oil pressure and generator warning lights will also light up.

4. (Show Slide 19).

5. (Show Slide 20). Once you've started the engine, you should check the fuel gauge and warning lights. The oil pressure and generator warning lights should go out if they are OK. If the lights stay on after the engine starts, find out what's wrong.

INSTRUCTOR NOTES | VISUALS

Moving The Car

The steps for starting the car have all been done now. Ask students what steps they should take to move the car. Then, show TRANSPARENCY 4 and accompanying slides; discuss the steps. Make sure the students discuss at least the following items:

TRANSPARENCY 4

MOVING THE CAR

1. Put foot on brake.
2. Move gear selector to DRIVE.
3. Release the parking brake.
4. Remove foot from brake.
5. Apply accelerator.

1. Foot should be kept on brake as a safety precaution. Don't take your foot off the brake until you're ready to move forward.

2. (Show Slide 21). Your foot should still be on the brake. (This helps prevent movement. The brake lights also warn other drivers that you're about to move.) Once the selector lever has reached the "D" position release the lever.

3. (Show Slide 22).

4. You should be sure to check ahead, in front of the car, before you take your foot off the brake. The vehicle may move when you take your foot off the brake. (Note: Hands should be in the "10-2" position.)

5. The accelerator should be pushed down gently. (Heel of shoe should rest of floor.) You'll feel the car move forward very gradually. If you push the accelerator down too far, the car may begin to move too fast. If you apply only a "light" step to the accelerator, you have a chance to see what you're doing and react to other drivers and pedestrians. When you reach the speed you want, you should begin to let up gradually on the accelerator.

PC1

INSTRUCTOR NOTES

VISUALS

Slowing and Stopping the Car

Now that we've learned how to move the car, we'll need to know how to slow down, and how to bring the car to a stop. Ask students to identify the steps involved in showing and stopping the car. Then, show TRANSPARENCY 5 and discuss. In the discussion, students should identify at least the following:

TRANSPARENCY 5

SLOWING AND STOPPING THE CAR

1. Ease up on the accelerator.
2. Apply the brake.
3. Continue to apply the brake until car stops.

1. Once you ease up on the accelerator, the car will begin to slow down. Whenever you want to slow down (before taking your foot from the accelerator), you should get in the habit of checking the rearview mirror--quickly--for traffic behind.

2 & 3. You should make sure that you have enough room to come to a gradual stop. You should try to keep a firm and steady pressure on the brake, until your car is almost at a complete stop. At this point, you should ease up on the brake and then brake lightly to bring the car to a complete stop. If you don't ease up before bringing the car to a stop, the car will tend to "lurch" forward.

2

PC1

INSTRUCTOR NOTES

VISUALS

Securing The Car

Now, you've brought the car to a stop. Your foot is still on the brake. Ask students what they would do if they plan to remain stopped and leave the car. Then, show TRANSPARENCY 6 and accompanying slides and discuss. In the discussion, students should identify at least the following:

1. (Show Slide 23) and
2. (Show Slide 24). After you've placed the gear selector lever in PARK, you can remove your foot from the brake. Then turn off the ignition (lock position).

3. This brake, along with the "park gear", helps prevent the car from rolling. The use of this brake also lessens the wear in the park gear.

4. (Show Slide 25).

5. (Show Slide 26).

7. (Show Slide 27).

TRANSPARENCY 6

SECURING THE CAR

1. Put gear selector lever in PARK.
2. Turn ignition OFF.
3. Set parking brake.
4. Remove the key.
5. Take safety restraints off.
6. Lock car with key.

INSTRUCTOR NOTES | VISUALS

Making a Left Turn

Now have students identify the basic steps in making a left turn. After students have responded, show TRANSPARENCY 7 and discuss. Begin discussion with "Look for other roadusers."

TRANSPARENCY 7

See next page

1. Look for other roadusers--You should look ahead, to the side, and in your mirrors for other traffic and pedestrians. You should have a clear path ahead and behind if changing lanes.

2. Signal--You should always signal to tell other drivers of your intention to turn. (Discuss where you should signal--so as not to confuse other drivers, etc.) Push directional lever down when turning left. (This can be done with one or two fingers of the left hand, Wheel control is maintained with hands still in position.)

3. Adjust speed--You should adjust your speed for the turn. Sometimes you may have to speed up; other times slow down. You should always finish braking before starting the turn.

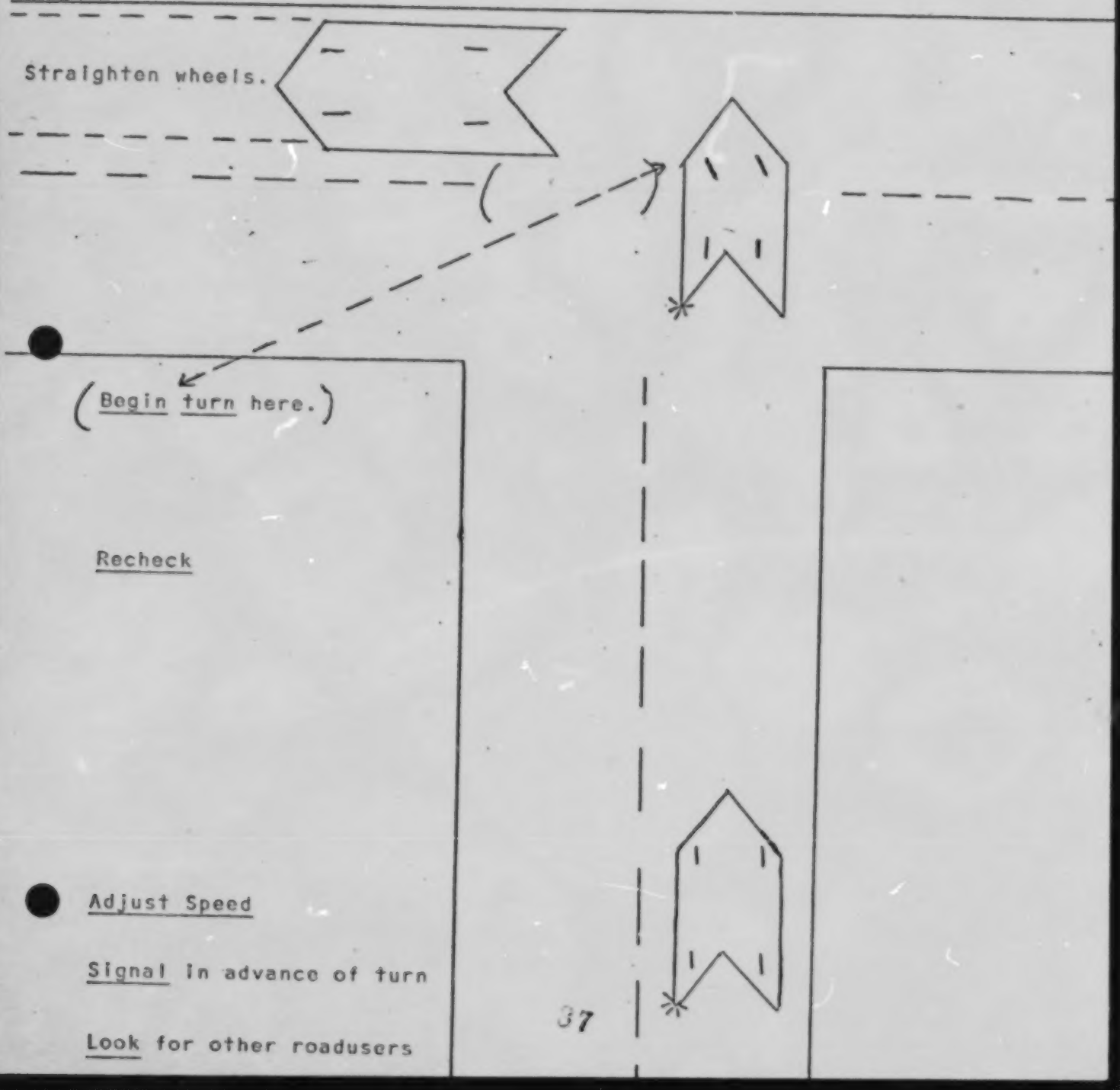
4. Re-check--At this point, you must decide if the way is clear. So, re-check for other traffic and pedestrians. Remember - you must yield to all oncoming traffic and traffic to your right about to enter your projected path.

5. Begin turn--Turn the wheel hand-over-hand to the left, and use slight acceleration while turning. You may have to make minor steering adjustments throughout the turn in order to follow the path you want.

6. Straighten the wheels--When the front of car is straight in lane, turn the steering wheel to the right to straighten wheels. Accelerate coming out of the turn, if your path is clear.

PCI

MAKING A LEFT TURN



Recheck

- Adjust Speed
- Signal in advance of turn
- Look for other roadusers

EXERCISE A: Prestarting, starting procedures; lateral and longitudinal control (continued)

PC11

INSTRUCTOR NOTES	VISUALS

Making a Right Turn

Have students identify the basic steps involved in making a right turn. Then, show TRANSPARENCY 8 and discuss. In the discussion, the students should identify at least the following items:

TRANSPARENCY 8

See next page

1. Look for other roadusers--You should look ahead, to the side, and in your mirrors for other traffic and pedestrians. You should have a clear path ahead and behind if changing lanes.

2. Signal--You should always signal to tell other drivers of your intention to turn. (Discuss where you should signal--so as not to confuse other drivers, etc.) Push directional lever up when turning right. (This can be done with one or two fingers of the left hand. Wheel control is maintained with hands still in position.)

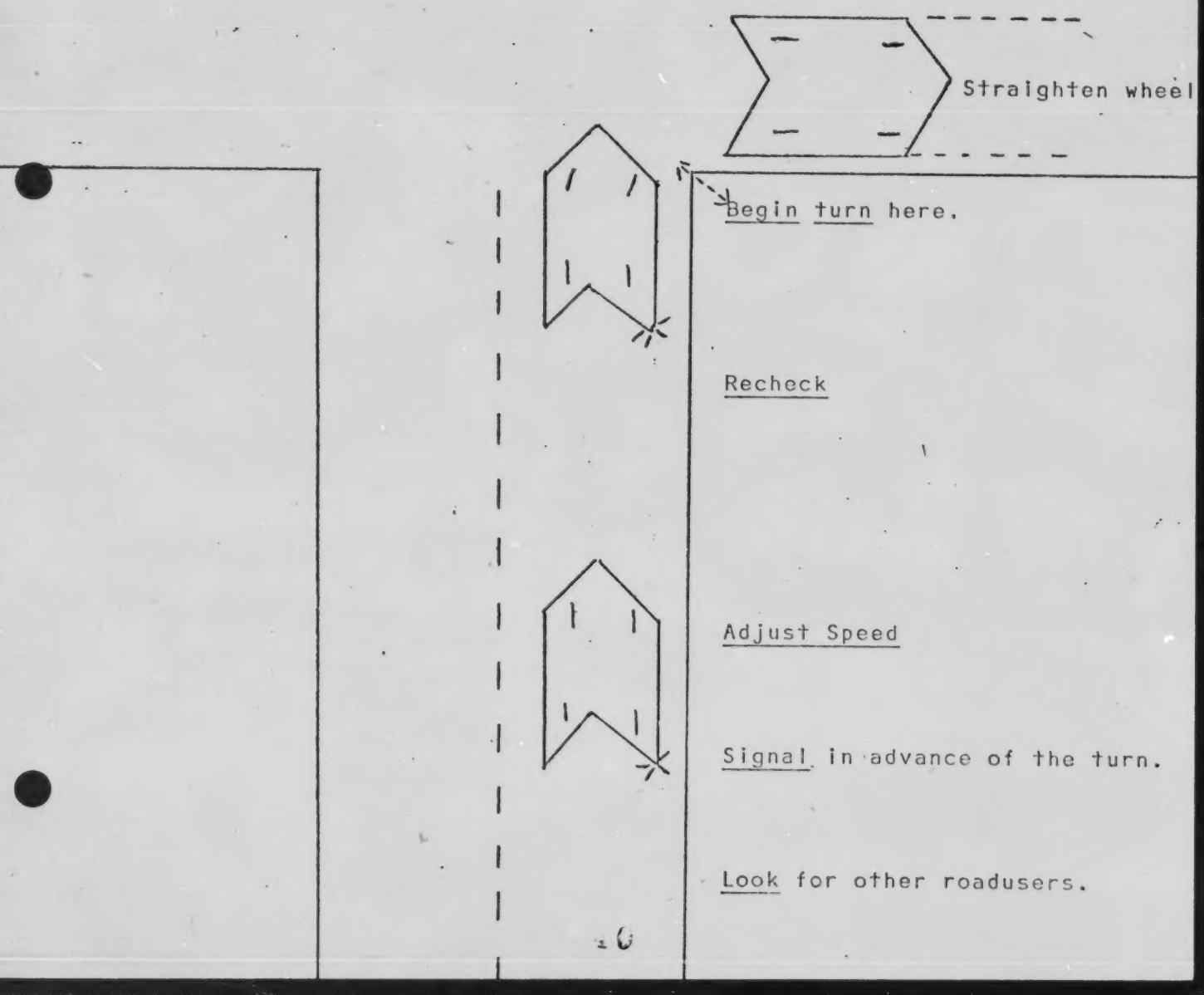
3. Adjust speed--You should adjust your speed for the turn. Finish braking before starting the turn.

4. Re-check--At this point, you must decide if the way is clear. So, re-check for other traffic and pedestrians.

5. Begin turn--Turn the wheel hand-over-hand to the right, and use slight acceleration while turning. You may have to make some minor steering adjustments throughout the turn in order to follow the path you want.

6. Straighten wheels--When the front of the car is straight in lane, turn the steering wheel to the left to straighten the wheels. (Accelerate coming out of the turn, if your path is clear.)

MAKING A RIGHT TURN



WHILE YOU'RE ON THE RANGE....

1. Make sure you're always on time for range, since instructions for the day's lesson are explained before the lesson begins.

2. Don't carry materials, books, etc...that aren't necessary.

3. It's easier to hear directions if you roll down the front door windows (at least halfway), weather permitting. Also, car radios should be turned off at all times.

4. If you don't understand a procedure or need assistance, ask for help right away. (Tap your horn once if the instructor doesn't see that you need help.) If you're driving and don't know what to do, stop the car and ask for help.

5. Drive at the speed the instructor tells you.

6. If you're stopped for any length of time, put the car in "neutral" or "park."

7. If you're an "observer," don't disturb the driver (by talking, etc...).

8. When you're on the range, your instructor will show you what the "warning signal" is. This signal means that "All cars must stop."

9. If you see that another driver on the range is having difficulty (e.g., losing control of the car, about to strike something, etc.) stop well out of his way. You may see that an accident is about to happen before you hear the warning signal.

10. Leave the car keys at the range. (Your instructor will tell you where to put them.) Don't take the keys with you when you leave the range.

11. Always know the number of the car you are driving.

12. Enter the car and change drivers only after getting instructions from your instructor.

13. Always signal your intentions.

14. Always use seat belts and shoulder harness.

PSI

Unit 2, first of 2 simulator sessions
Instructional Materials Needed in Lab

Unit 2, Exercise A transparencies
"Control Exercise" checklists, one per student

CONTENT	SUGGESTED TIME	METHODOLOGY
1. Orientation to simulation equipment	15 - 20	Instructor orients students to the simulation equipment.
2. Prestarting, starting procedures; longitudinal control	15 - 20	Using Transparencies 2 through 6 of EXERCISE A (Pages 5 through 13 of Unit 2), review the pre-starting, starting, moving, and securing procedures. Have students perform the procedures on their simulators after each transparency is discussed. (While one instructor shows transparencies and leads discussion, the other instructor provides help to students in simulators.) For example, the instructor would ask students what they should do before they start the car, then show Transparency 2 and have students perform the procedures on their simulators while the transparency is visible.
3. EXERCISE--Control of the Car	15 - 20	Have students work in pairs for this exercise. One student in each pair should be given the check-list shown on page 3; the other student will be in the simulator. One instructor should closely monitor students in the front portion of the simulator; second instructor helps students in the rear. Starting with "putting the key in the ignition," the student in the simulator goes through all the steps just discussed (in #2) on his own, while his "helper" monitors his actions and marks each pro-cedure with a check, as he performs each step. If his partner forgets a step, or performs a procedure out of order, the helper should stop him and tell him what he has done wrong--then proceed. Allow 5 minutes for this part of the exercise, then have students tr ade places.

Unit 2, first of 2 simulator sessions (Continued)

CONTENT	SUGGESTED TIME	METHODOLOGY
		If the instructors note that 2 or 3 students are having problems grasping these performances, they should help these students before they start the lateral and longitudinal control procedures in the second hour of simulator lab. Instructors should also have these students repeat this exercise during Guided Learning, using the simulator stationed in the classroom.

Tell partner: Put key in ignition.

Adjust seat, head restraint.

Adjust mirrors.

Fasten seat belt and shoulder harness.

Put left hand at top of steering wheel.

Depress accelerator slightly.

Turn ignition switch to ON.

Release key when engine starts.

Check gauges.

Tell partner: Move the car.

Put foot on brake.

Move gear selector to DRIVE.

Release parking brake.

Remove foot from brake and apply accelerator.

Tell partner: Slow and stop the car.

Ease up on accelerator.

Apply brake until car stops.

Tell partner: Secure the car.

Put gear selector lever in PARK.

Turn ignition OFF.

Set parking brake.

Remove the key.

Take safety restraints off.

CHECKLIST

CONTROL EXERCISE

PSI

INSTRUCTIONS

For this exercise, you should be paired up with another student. Your partner will sit in the simulator and go through the steps listed on this page on his own. Tell your partner to begin with "Putting the key in the ignition." You should mark each procedure with a check, as he performs each step. If your partner forgets a step, or performs a procedure out of order, stop him and tell him what he has done wrong--then proceed. When your partner has gone through all of the procedures in the correct order, trade places.

PS2

Unit 2, second of 2 simulator sessions
Instructional Materials Needed in Lab.

Simulator Film:
"Lateral and Longitudinal Control"

CONTENT	SUGGESTED TIME	METHODOLOGY
1. Lesson Administration		Preview film and have ready for the lesson when students report to lab. The film sound track is appropriate for module objectives and may be left on during presentation. Scoring of student responses will be made by instructor, who will determine the requirement for manual scoring during film preview and lesson preparation. (NOTE: There is no manufacturer's instructor's manual for this film, since it is made up of footage from a variety of films. Running time: 15 minutes)
2. Introduction	10 - 15	Prior to instruction, the instructor should conduct a drill using the film and having students perform pre-start, start, and secure procedures on the simulator units. (A second instructor should provide individual help to students in simulators.) Instructor should drill students on correct procedures for entering the roadway from the curb and for making left and right turns (use hand-over-hand steering). (NOTE: Explain to students that hand signals will be used in some portions of the film. However, students should use only the unit's directional turn signals.)
3. Film Presentation (Re-run film)	20 - 25	Purpose: The purpose of the film is to allow students to practice and gain knowledge on lateral and longitudinal tasks prior to developing these skills behind the wheel. One instructor should present the film, stressing procedures for controlling the

PS2

Unit 2, second of 2 simulator sessions (continued)

CONTENT	SUGGESTED TIME	METHODOLOGY
		car when moving in a straightforward position and while turning. These procedures include: when to signal; where to look; how to turn; when to begin turning; etc.....
		During the film, the second instructor should provide individual aid to any student needing help on procedures for the pre-start, start, move, secure, and lateral-longitudinal control. If students have problems with any segment, stop the projector, provide instructional guidance, and re-run that part of the film.
4. Review	10 - 15	Discuss student questions and problem areas which were identified throughout this session. If necessary, conduct practice drills similar to those identified in the "Introduction" to this session.

Unit 2, first of 3 range lessons: "Introduction - Basic Control"

PRI 1

PURPOSE*: The purpose of this range session is to have students demonstrate entering, pre-start and starting the vehicle. Students will then experience vehicle handling (control) through moving, stopping and turning. (If the purpose is not accomplished because all tasks were not taught, the next lesson should start with tasks that were not treated.)

GENERAL METHODS: Provide directions and instructions. Be explicit with procedures for each task. Students must be directed step-by-step--cue students to each driver response (e.g., prepare to stop, brake, hold brake). Introduce the lesson (what the students will do) at the beginning of the range session. Also provide for a group critique at the end of the range session. The students should have been introduced to the lesson in classroom through the use of SR1 Layouts 1, 2, and 3 (attached) and the range diagram for the school range area. Layouts 1, 2, and 3 should also be used for structuring the lesson and setting up the range.

*Refer to Performance Objectives for Unit 2. (Instructor should familiarize himself with these objectives prior to the range lesson.)

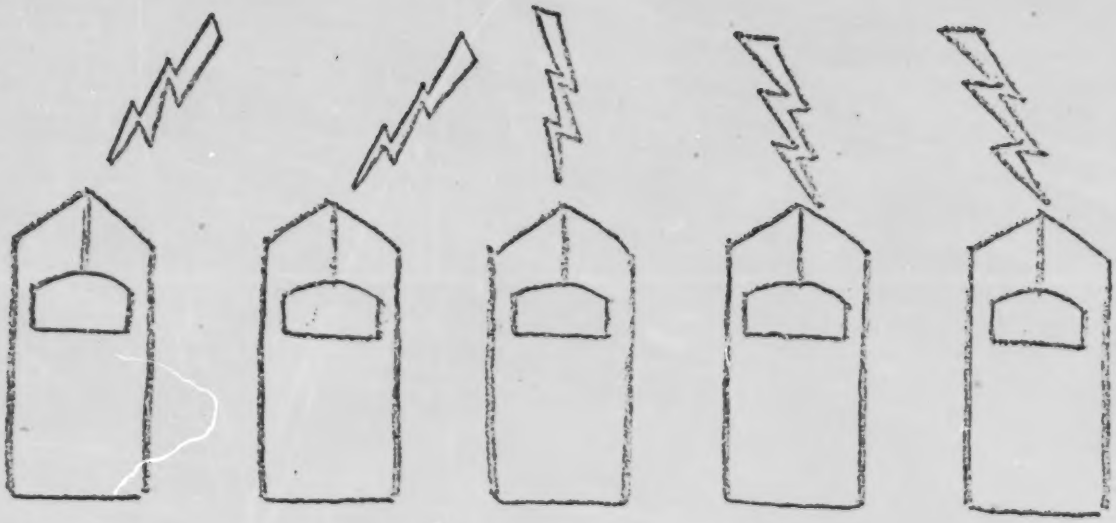
2 PRI

INSTRUCTION

CONTENT	SUGGESTED TIME	METHOD
1. Enter vehicle	10 mins.	1. Give students step-by-step instruction on what to do. These instructions are the same as in the student LAP and teacher overlays used in the classroom. (All vehicles in a line--space between--see Layout #1).
2. Check communications		2. Make sure all can hear and understand. Tell students how instructions will be given and what they should do if communications fail.
3. Pre-start	15 mins.	3. Talk students through procedures--two repetitions. Tell students what to do first, second, and so on. The students perform each step as the instructor tells it to them. It works like this: (a) "unlock car door"--all students unlock car door. (b) "Put key in ignition switch"--all students put key in ignition, and so on.
4. Start - Shutdown		4. First, talk students through procedures--then have them demonstrate, performing each step when told to do so.
5. Moving and stopping		5. Students should move and stop 4 times (move odd-numbered vehicles, then even) -- see Layout #2). Students should be directed or coached step-by-step.
6. Left turn follow the leader	25 mins.	6. At end of range, start left turn--one car at a time--3-5 car lengths between - see Layout #3. Talk each student one at a time into the turning, making sure

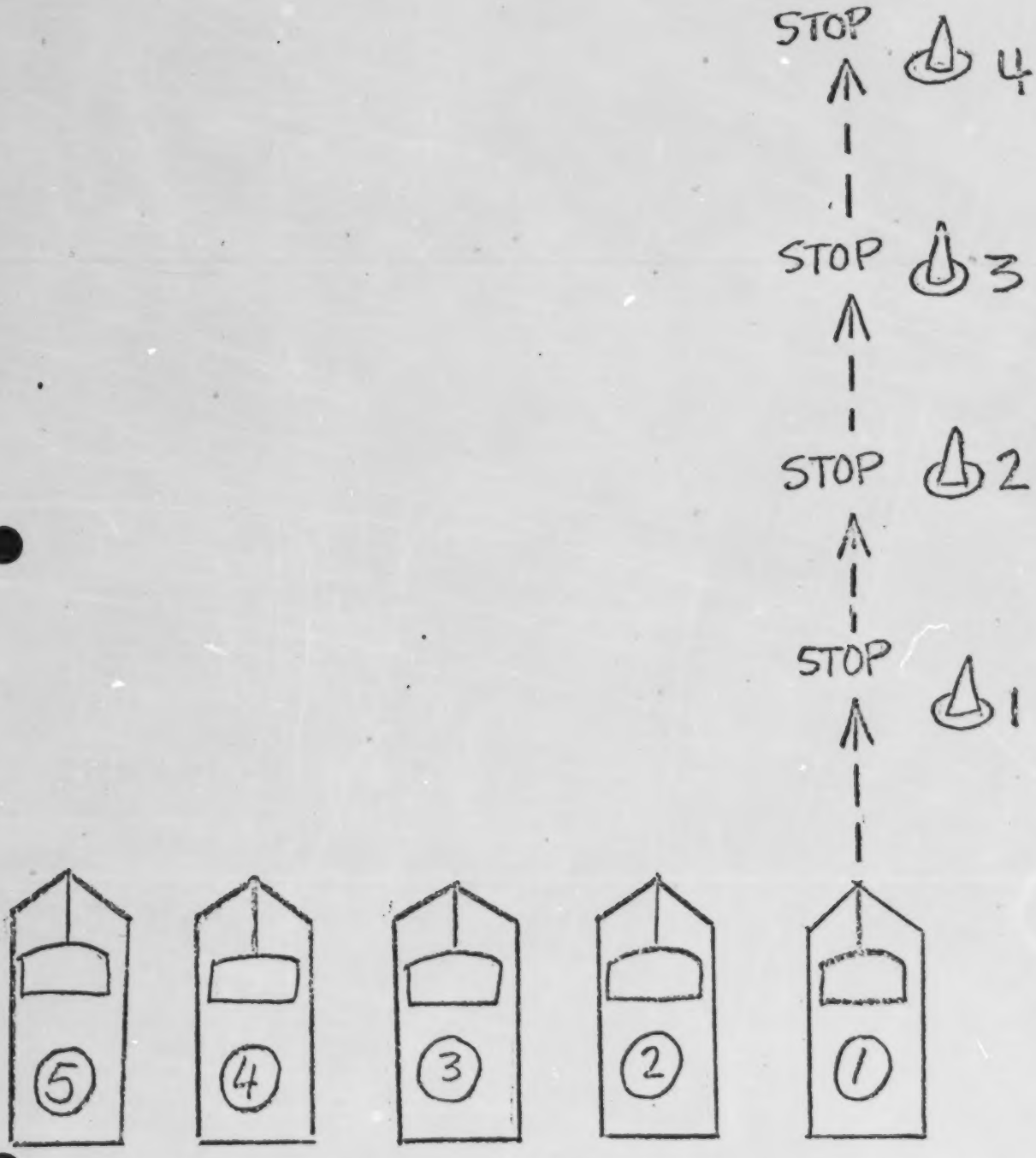
CONTENT	SUGGESTED TIME	METHOD
		there is adeuqate space/following distance between cars. During turning, help students with the following: a. Holding cars within lanes. b. Making first few turns. c. Lane positioning, and then d. Correct procedures for turning.

LESSON SR1
LAYOUT #1

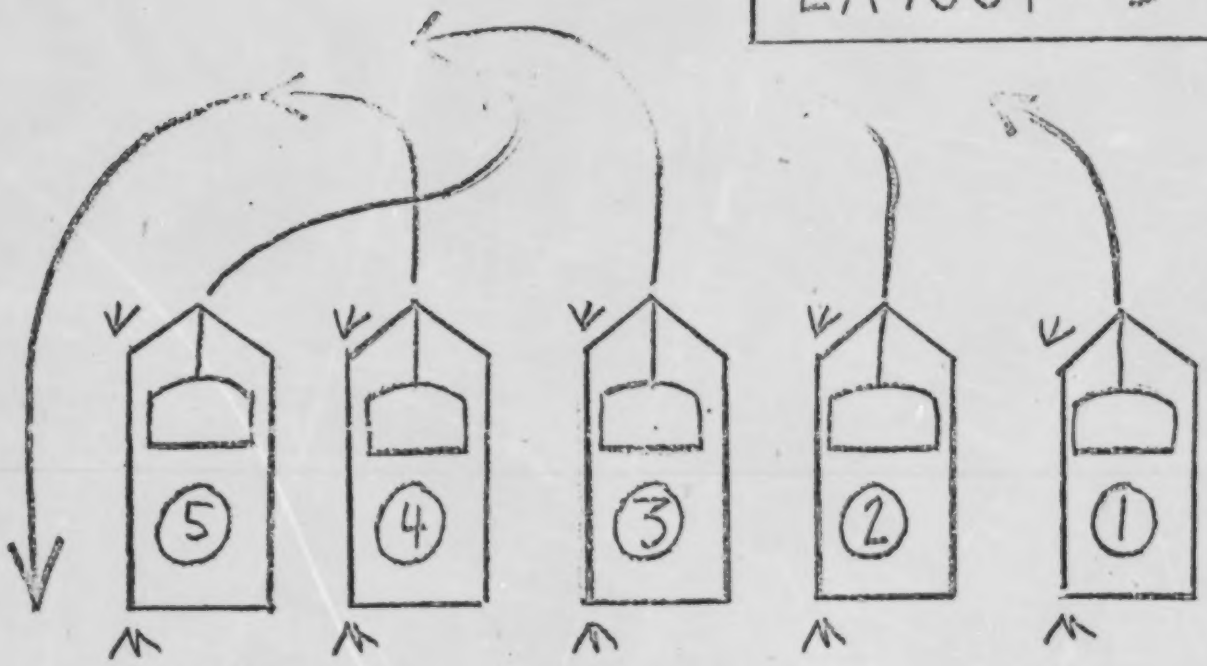


Calvin

LESSON SR1
LAYOUT #2



LESSON SRI
LAYOUT # 3



ALL CARS TURN LEFT....

HOWEVER,

THE LAST CAR ON THE LEFT MUST SWING TO THE RIGHT BEFORE TURNING LEFT.

1 PR2

Unit 2, second of 3 range lessons: "Turns and Two-Way Traffic"

PURPOSE*: The purpose of this range session is to have students demonstrate lane positioning and left turn skill, and develop proficiency in making right turns and in applying vehicle handling skills on two-way street patterns. (If the purpose is not accomplished because all tasks were not taught, the next lesson should start with tasks that were not treated.)

GENERAL METHODS: Provide directions and instructions. Be explicit with procedures for each new task. Students must be directed (at first) on every step. For example, in turning, the teacher would say--"Car #6 - signal, begin slowing, start turning," etc. When the student can do the task, withhold procedural step-by-step cues. Introduce the lesson (what the students will do) at the beginning of the range session. In addition, provide for a group critique at the end of the range session. The students should have been introduced to the lesson in classroom through the use of SR2 Layouts 1 and 3.

*Refer to Performance Objectives for Unit 2. (Instructor should familiarize himself with these objectives prior to the range lesson.)

Unit 2, second of 3 range lessons (continued)

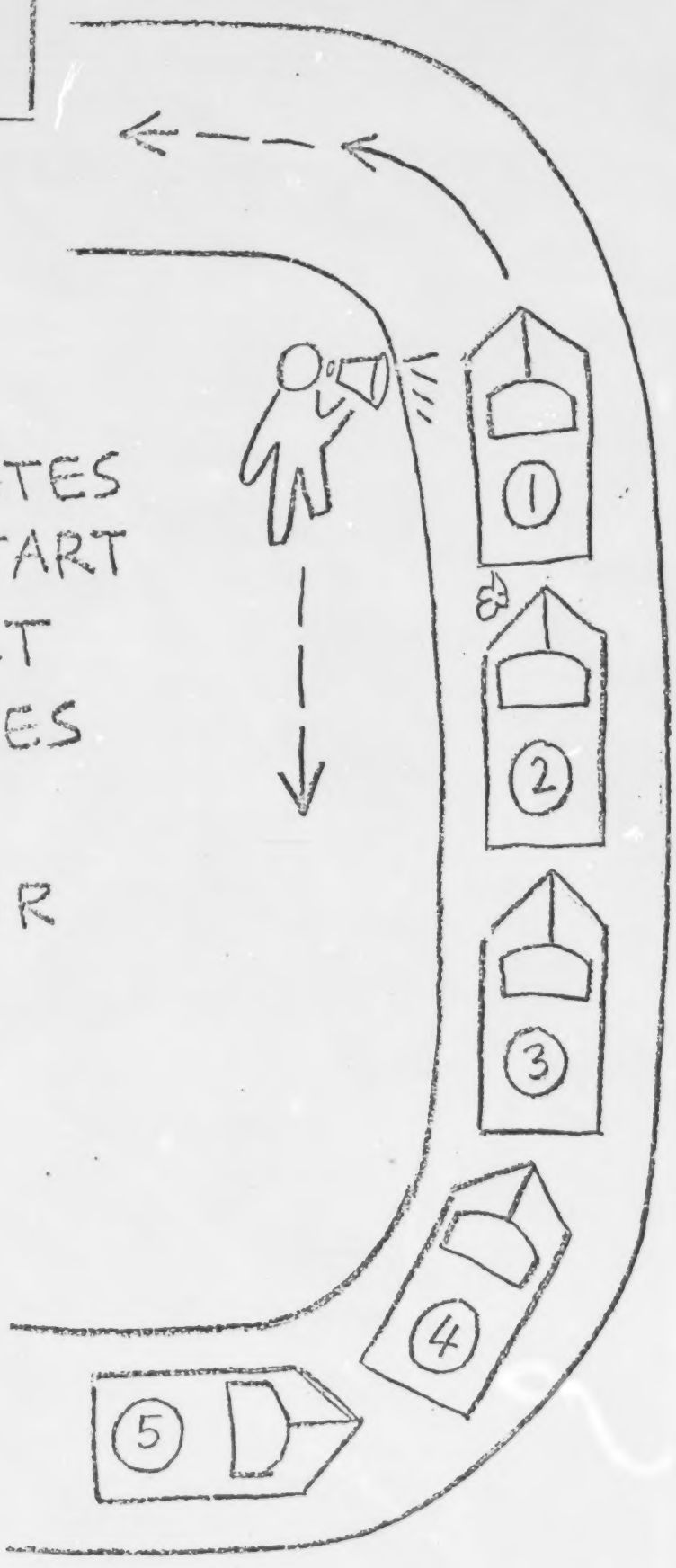
CONTENT	SUGGESTED TIME	METHOD
1. Demonstrate pre-start start.	5 mins.	1. All cars in a line (on outside street). Start first two cars, then next two, etc. -- see Layout #1. Instructor watches first two drivers start car, then walks to next two cars, and gives instructions to start, and so on.
2. Demonstrate lane positioning, following correct left turn procedures.		2. Moving in sequence (1-N), 3-5 car lengths apart (single file). Instructor should provide aid to those students needing help. This is a review of range SR1 so most students will not need help.
3. Begin right turn.	15 mins.	3. Reverse direction by using cross street--assist students in making first few turns. Talk students through the right turn step-by-step. When students can hold vehicle in proper lane and can follow the steps for turning, let them demonstrate correct procedures for turning.
4. Lane Change.	10 mins.	4. On two way street patterns (see Layout #3), set up lane change left and right. Also route students through lane drop and "free right turn" (set these up with cones if not part of school range area). Emphasize correct acceleration, deceleration, and visual checks as students drive on these patterns.

Unit 2, second of 3 range lessons (continued)

CONTENT	SUGGESTED TIME	METHOD
5. Following distance and lane positioning on two-way street patterns.	10 mins.	5. Using all two-way streets, route drivers in both directions so that students may respond to on-coming traffic. Emphasize speed control, lane usage, when/where to observe, and steering control. (NOTE: Two-way traffic on corners should be spearated by placing cones in the center line.)
6. Turning against traffic: gap judgment.	15 mins.	6. Using cross streets, require students to make left turns against traffic. (Use only two-way streets.) Emphasize visual checks, right-of-way, positioning car for left turn, and proper acceleration and deceleration.

LESSON SR2
LAYOUT #1

EACH CAR DEMONSTRATES THE PRE-START AND START PROCEDURES AS THE INSTRUCTOR WALKS BY.

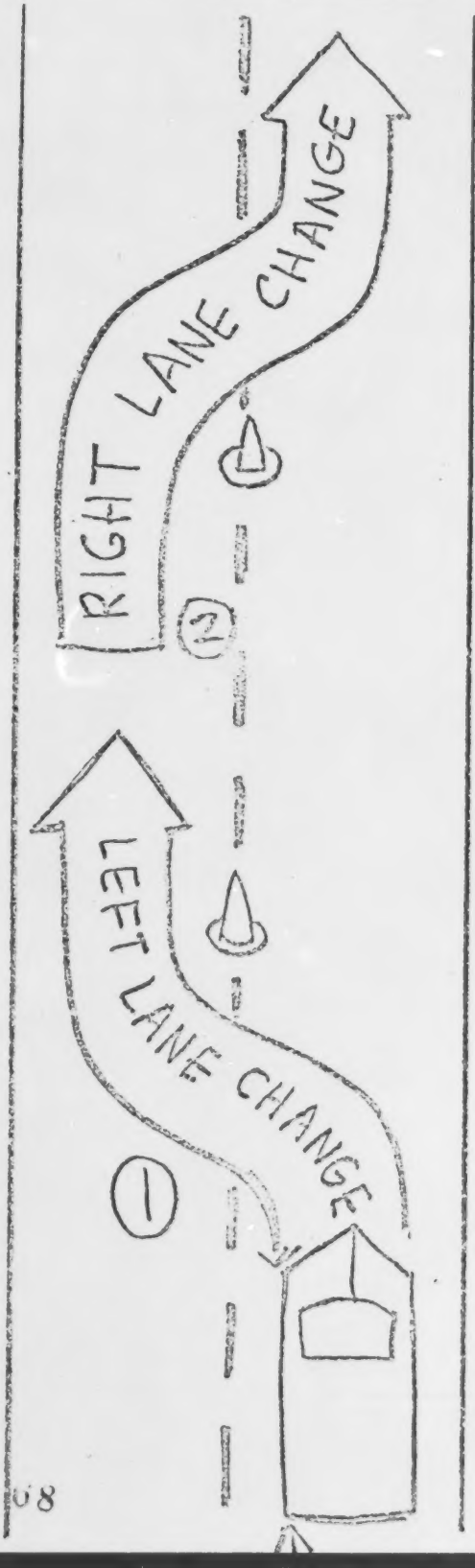


LESSON SR2
OVERLAY #3

BASIC LANE CHANGING

DO NOT
CHANGE LANES
ON
CURVES!

STRAIGHT-AWAY
LANE CHANGES
ONLY



PR3

Unit 2, third of 3 range lessons: "Backing & Parallel Parking"

PURPOSE*: The purpose of the range session is to achieve skills in proper backing techniques and to apply vehicle handling skills to the parallel parking maneuver. This lesson provides an introduction to these maneuvers; students are not expected to develop proficiency in one period.

GENERAL METHODS: Directions and instructions should be explicit. Give the students a brief introduction (what they will do) and provide for a group critique at the end of the lesson. Two instructors may be used for this lesson. The procedures for each maneuver are identified in the student LAP. Be consistent in providing instruction on these procedures.

*Refer to Performance Objectives, Safe Performance Curriculum specifications. (Instructor should familiarize himself with these objectives prior to the range lesson.)

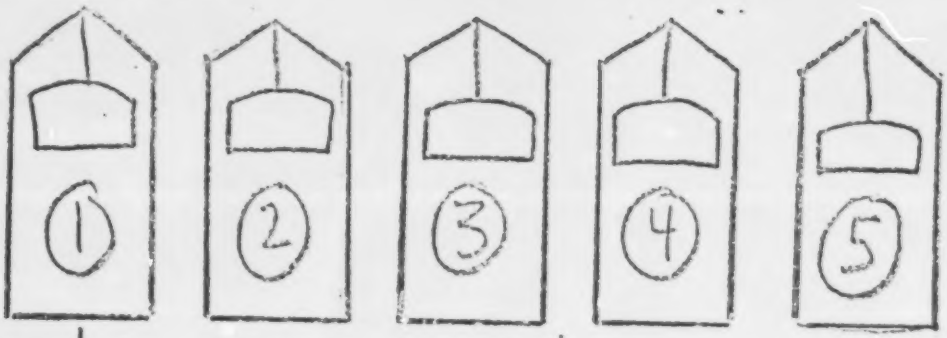
PR3 2

Unit 2, third of 3 range lessons (continued)

INSTRUCTION

CONTENT	SUGGESTED TIME	METHOD
1. Backing straight	10 mins.	1. Have students back straight (one at a time and in groups) and stop at a designated point--4 backs for length of range--move cars forward and repeat. Terminate when students employ proper procedures--see Layout #1. Begin by backing one car at a time, then half the cars, then all cars. Talk students through the backing maneuver in a step-by-step fashion the first two times they back up.
2. Backing left-right	15 mins.	2. Using street pattern (see Layout #2), set up serpentine (cones 25 ft. apart) and have students back in follow-the-leader fashion. Stress lane positioning and visual checks over the correct shoulder. Talk students through the serpentine step-by-step until students can perform without help. Keep adequate following distance between vehicles.
3. Parallel parking (right)	15 mins.	3. Provide cues and monitor each student on first attempt. Provide assistance when necessary.
4. Parallel parking (left)	15 mins.	4. (Same as #3.)

LESSON SR6
LAYOUT # 1



BACK

1 STOP

BACK

2 STOP

BACK

3 STOP

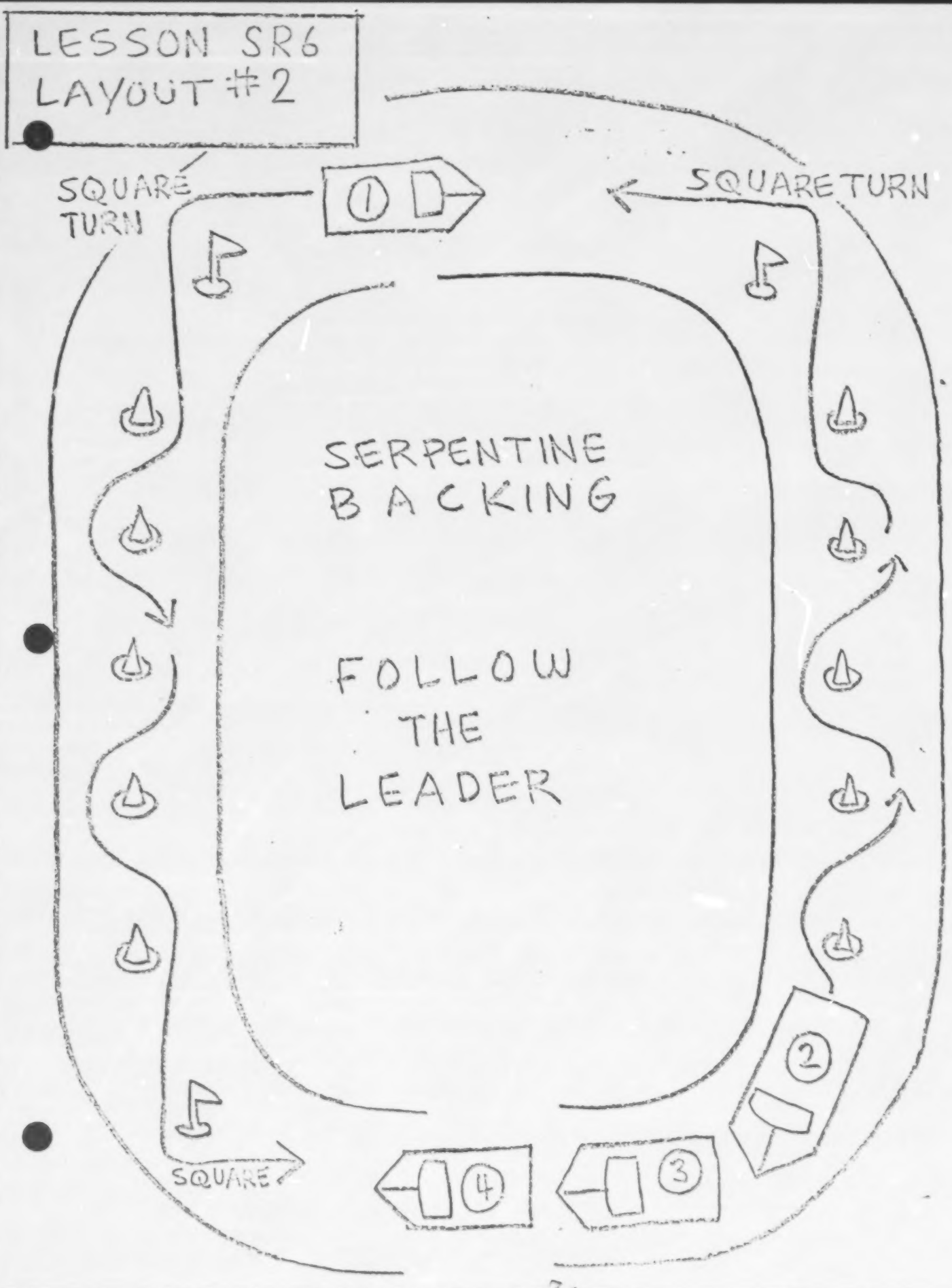
BACK

4 STOP

BACK

5 STOP

BASIC BACKING


LESSON SR6
LAYOUT #2
SQUARE TURN
SQUARE TURN
1
SERPENTINE
BACKING
FOLLOW
THE
LEADER
2
3
4
SQUARE

PR4

BASIC CONTROL SKILLS RANGE TEST

The Basic Control Skills Range Test for the Pre-Driver Licensing course is the same as the range test used in the Safe Performance Curriculum. (Refer to SR4, Safe Performance Curriculum.)

NORMAL DRIVING PROCEDURES

UNIT 3

UNIT 3

GENERAL INSTRUCTIONAL APPROACH

This unit is made up of materials from the State Driver's Guide and from Unit 3 of the Safe Performance Curriculum. The material from the SPC is selected from teacher presentational media that supports learning "rules of the road." Two types of information are included: (1) information related to on-road driving tasks, and (2) non-driving legal information.

This unit includes: 6 classroom sessions; two on-street sessions; and the on-road test.

In the last classroom session (PC7), the knowledge post-test for the course will be administered. These tests can be used for "grading;" however, the intent is for evaluation of the curriculum.

Keep in mind the purpose of this course. We are not to exceed the knowledge or on-road skill required for licensing. Also, the major instructional emphasis should be placed on driving behaviors that are legally required for driving, rather than a comprehensive treatment of all safe driving principles.

PERFORMANCE AND MEDIATOR OBJECTIVES

Refer to Safe Performance Curriculum Specifications (SPC Unit 3 Appendix), Modules 3-1 and 3-2. (Instructor should familiarize himself with these objectives prior to classroom instruction.) Deal only with those objectives which apply to licensing requirements.

INSTRUCTIONAL MATERIALS

Classroom PC2 (First session of Unit 3)

Materials Needed in Class

1. Transparencies from Unit 2 (Exercise A, PC1)
2. Film: "The New Missouri Driver's Test" (This film was used in the pilot evaluation of the curriculum in Kansas City, Missouri. However, should licensing requirements differ considerably in other States in which the program is being implemented, instructor lecture covering similar content may be used.)

Classroom PC3 (Second session of Unit 3)

Materials Needed in Class

1. Slides for EXERCISE A, Traffic Signs.
2. Student handouts for EXERCISE A.
3. State Driver's Guide (Instructor Copy)

Materials Instructor Needs by End of Class

1. Student handouts for EXERCISE A.

Classroom PC4 (Third session of Unit 3)

Materials Needed in Class

1. Slides for EXERCISE B, Traffic Regulations.
2. State Driver's Guide (Instructor Copy).

Classroom PC5 (Fourth session of Unit 3)

Materials Needed in Class

1. State Driver's Guide (Instructor Copy)

Classroom PC6 (Fifth session of Unit 3)

Materials Needed in Class

1. State Driver's Guide (Instructor Copy)

Classroom PC7 (Sixth session of Unit 3)

Materials Needed in Class

1. Knowledge Post-Test, one copy per student.

Materials Instructor Needs by End of Class

1. Knowledge Post-Test

PC2

1st of 6 classroom sessions, PC2

CONTENT	SUGGESTED TIME	METHODOLOGY
1. Review Unit 2	5-10	Discuss any problems students are having with basic control and simple maneuvers. If necessary, have students re-study the Unit 2 material. Use the chalkboard or magnetic board to illustrate student driving problems. Have transparencies from Unit 2 (Exercise A, PC1) available in case students have problems in this area.
2. Film: "The New Missouri Driver's Test"*	40	Running time: 26 minutes. Provide for a short introduction and end-of-film discussion of student questions.
3. Assignment	5	State Driver's Guide information dealing with signs, signals, and roadway markings. Tell students that PC3 will deal with a presentation on traffic signs.

* Refer to note on page 1 of this unit (PC2).

PC3

Second of 6 classroom sessions in Unit 3

CONTENT	SUGGESTED TIME	METHODOLOGY
1. Discuss on-street driving.	10-15	Discuss any concerns students have with on-street session P01, and remind them of on-street P02. Tell them briefly what will happen in P02.
2. Slide presentation/ exercise	25	Slide presentation/exercise on traffic signs to achieve rapid response. See instructions (EXERCISE A) on the following page. The purpose of this exercise is to help students respond appropriately to each sign flashed on the screen.
3. Assignment	5-10	Next class - PC4 - discussion of State Drivers Guide information dealing with speed limits, vehicle position on roadway (e.g., when making turns), passing, following distances, emergency vehicle and parking regulations, and hand and mechanical signals. A slide exercise relating the "rules of the road" to specific driving situations will also be presented.

PC3

EXERCISE A

Session: Slide presentation/Exercise on Traffic Signs

INSTRUCTOR GUIDANCE (Copy of Student Handout on the following 3 pages.)

SHOW SLIDES 1 through 12.

(Use #1 as a sample to explain procedure to students.)

(Slides should be set up with white frames between and students should be given answer sheets.) Allow 5 seconds for students to view each slide, then 5 seconds of white for students to respond. Distribute answer sheets for PDL, Exercise A. Tell students to respond by checking the appropriate box on their answer sheets. For example, students would respond to a "School Crossing" sign by checking the box alongside "Adjust Speed."

Explain to students that some slides have both the new and old signs on them. The response, however, will be the same. Also explain that there may be more than one response to some signs.

STOP PROJECTOR

Tell students to fill in blanks 13 through 20 on their answer sheets with the type of information that would appear on the blank signs they'll see in the next 8 slides.

SHOW SLIDES 13 through 20.

Allow 15 seconds for students to respond to each slide. (The purpose here is student recognition of sign shape and color.)

REPEAT SLIDES 1 through 20.

Discuss appropriate responses and note changes to old signs. Have students volunteer answers.

SHOW SLIDES 21, 22, & 23.

Discuss the various types of warning and directional signs shown in these slides.

Unit 3

EXERCISE A ANSWER SHEET

TRAFFIC SIGNS

INSTRUCTIONS

As each slide is shown on the screen, you should check the box (or boxes) next to the right response. For example, you would respond to a "School Crossing" sign by checking the box alongside "Adjust Speed." You would respond to a "No Left Turn" sign by checking the box alongside "Don't Turn Left." You should check the box alongside "Guide Sign" for signs showing rest areas, route markings, directions, etc... Your instructor will use the first slide as a sample.

13.

8

14.

15.

16.

17.

18.

19.

20.

Name: _____

Class Period: _____

Date: _____

1.

- [ ] Yield
- [ ] Adjust Speed
- [ ] Stop
- [ ] Merge Right

5.

- [ ] Adjust Speed
- [ ] Merge Right
- [ ] Yield
- [ ] Stop

9.

- [ ] Stop
- [ ] Position Car
- [ ] Yield
- [ ] Adjust Speed

2.

- [ ] Stop
- [ ] Position Car
- [ ] Adjust Speed
- [ ] Guide Sign

6.

- [ ] Adjust Speed
- [ ] Merge Left
- [ ] Don't turn right
- [ ] Yield

10.

- [ ] Merge Right
- [ ] Position Car
- [ ] Guide Sign
- [ ] Yield

3.

- [ ] Merge Right
- [ ] Adjust Speed
- [ ] Position Car
- [ ] Yield

7.

- [ ] Adjust Speed
- [ ] Guide Sign
- [ ] Merge Right
- [ ] Yield

11.

- [ ] Merge Left
- [ ] Guide Sign
- [ ] Adjust Speed
- [ ] Stop

4.

- [ ] Adjust Speed
- [ ] Guide signs
- [ ] Position Car
- [ ] Stop

8.

- [ ] Position Car
- [ ] Don't turn left
- [ ] Guide Sign
- [ ] Adjust Speed

12.

- [ ] Stop
- [ ] Merge Right
- [ ] Adjust Speed
- [ ] Guide Sign

CONTENT	SUGGESTED TIME	METHODOLOGY
1. Traffic regulations: State Drivers Guide discussion/slide exercise.	45 - 50	The purpose of this exercise is to help students in understanding traffic regulations. Slides (Exercise B) will be used to illustrate specific situations which apply to regulations covering the Driver's Guide topics listed on page 4 ("Assignment"). Instructor should discuss those items which haven't been covered as part of Unit 2 printed material, or Unit 3, first and second class sessions. The first 20-25 minutes should be spent on the following topics: 1) Speed Limits Instructor writes speeds and corresponding conditions on chalkboard. 2) Drive on right of highway (one/two way streets) 3) Passing Regulations - Students should know legal requirements of "passing driver" and "driver being overtaken." - When passing on the right is permitted. (Illustrate on chalkboard) - When passing is not permitted.

CONTENT	SUGGESTED TIME	METHODOLOGY

4) Hand and Mechanical Signals:

Students should discuss how to signal and when signalling is required.

Now show Slides 1 through 14, EXERCISE B. Emphasize traffic regulations which apply to each slide:

Slide #	Traffic Regulation
1	Hand signal for stopping
2	Stopping for school bus
3	Right-of-way
4	Speed limit (highway)
5	Passing (on curve)
6	Lane usage
7	Right-of-way
8	Following distance (special requirement --school bus may stop)
9	Passing
10	Right-of-way
11	Lane usage (intersection)
12	Following distance

PC 4

Unit 3, Third of 6 classroom sessions (cont'd)

CONTENT	SUGGESTED TIME	METHODOLOGY

Slide #	Traffic Regulation
13	Passing (note lane markings)
14	Right-of-way (pedestrian)

2. Assignment

State Driver's Guide -- Assign topics for PC5.

CONTENT	SUGGESTED TIME	METHODOLOGY
1. Question/Answer period	5 - 10	Are students having any problems with knowledges/ procedures or on-street driving?
2. Discuss State Driver's Guide	35 - 40	Discuss pages assigned in Guide. The first part of the discussion should focus on: (a) Skidding: Cover what is in Guide and make sure students understand idea of "steering in the direction of the skid." (b) Running Off Pavement: Limit to what is covered in Guide. Most of the suggested time (35-40 minutes) for this discussion should be spend on the following non-driving tasks: (a) Types of Licenses: Make sure students understand their licensing status and licensing requirements. (b) Point System (if any): Explain the system and discuss why violations are assigned different point values. (c) Chemical Test: Make sure students understand the purpose of the test and the concept of "implied" consent.
3. Assignment	10	State Driver's Guide, topics for PC6. Inform students that the course Knowledge Post-Test will be administered in PC7.

CONTENT	SUGGESTED TIME	INSTRUCTIONS
1. Driver's Guide	30 - 35	Discuss what the driver must do if involved in an accident. Discuss the requirements for stopping for school buses. Discuss the driver licensing examination: - Who must take - Kinds of tests - Kinds of test items
2. On-Road Test description		Remind students of the on-road performance test (P03).

PC7

CONTENT	SUGGESTED TIME	INSTRUCTIONS
1. Knowledge Post-Test	15 - 20	Administer Knowledge Post-Test. Refer to the "Evaluation Measures" section of the Safe Performance Curriculum, User Guidelines, for specific instructions on Knowledge Post-Test administration.
2. Question/answer; administrative items, etc.	15 - 20	Results of the knowledge test are not to be discussed. Student questions about the course, obtaining a license, etc. should be answered. In addition, make sure that all students have taken the on-road performance test (P03).
3. Open course discussion	10 - 15	Answer any student questions--on grading, etc. Encourage students to get a driver's license.

ON-STREET INSTRUCTION

There are two on-street lessons and an on-street test in the Pre-Driver Licensing Course. The intent of on-street driving is to prepare students to respond to the roadway and light traffic under normal driving conditions. The purpose of the on-street experience is to provide students with minimum capabilities required to become a licensed driver.

The on-street training will correspond to the first two on-street lessons for the Safe Performance Curriculum (S01 and S02). The on-road test designed for the curriculum evaluation will also be administered to students in the PDL course.

1 POI

Unit 3, first of 2 on-street lessons: "Observing & Responding to Highway Cues"

PURPOSE*: The major objective of this lesson is to enable students to respond to different roadway patterns. (Since this is the students' first experience on-street, the instructor is expected to help students cope with other roadusers throughout the lesson.)

GENERAL METHODS: General and specific guidance is provided within the lesson itself. However, the instructor is responsible for assuring adequate practice of each task based on student performance. Each student should be given 15 - 20 minutes of driving experience in both of the areas covered: fringe city and two-lane highway (provided speed does not exceed 35 m.p.h.).

* Refer to the performance objectives for Module 3-1 in the Appendix to Unit 3, Safe Performance Curriculum instructor guidance packages. (Instructor should be thoroughly familiar with these objectives prior to the on-street lesson.)

ROUTE REQUIREMENTS AND SEQUENCE	STUDENT PERFORMANCES	METHODS P011
General No traffic or low-level traffic volume. Driving area characterized by (1) fringe city, and (2) two-lane highway (if speed does not exceed 30-35 m.p.h.).	General Student responds to roadway-induced situations. Observes and responds to highway configurations, activity, guidance information (signs), nature/quality of roadway, and roadway markings.	General Teacher provides direction on route to be driven in time for students to demonstrate procedures. Evaluates student performance in terms of speed and positioning of the vehicle, and safe operator behaviors (visual checks, etc.). Teacher provides students with assistance in "observing" and "responding" to traffic units (cars, trucks, people, etc.).
1. Specific "Fringe City Area" Route must provide for different width of streets, intersections (open-controlled), signs (stop and speed), markings (good, poor, unmarked), grade levels. Route must be used to allow for driving straight, turning left and right.	1. Specific Performance Student is to demonstrate safe procedures for each roadway induced task. Note: Student should be able to identify varying roadway characteristics (e.g., unmarked or degraded surface), but the emphasis in SO1 should be on motor skills.	1. Specific Techniques Teacher evaluates and provides verbal corrections for performance to student driver and observers. Requires student to repeat task if necessary, providing proper feedback to induce the correct response.
1.1 10-12 blocks with: a) marked lanes b) open intersections c) "signed" controlled intersections d) good visibility e) various configuration of intersection + Y f) roadway with grades g) roadway straight h) roadway curves i) speed signs j) wide streets k) degraded surface	1.1 Street usage - drives vehicle in proper lane, uses reference point at least one-half block ahead of vehicle, selects through lanes if choice, centers in lane in order to provide space "cushion", operates within speed limit, makes necessary steering inputs to keep vehicle in straight path.	1.1 Street usage - inform driver and observers of driving job, provide general route guidance. Give verbal corrections and positive feedback. Cue student of requirements in advance if student isn't responding. Terminate verbal cues when student can perform. Assist student in observing, communicating, and responding to other traffic.

ROUTE REQUIREMENTS AND SEQUENCE	STUDENT PERFORMANCES	METHODS P011
	Intersection Responses - Adjusts speed at intersections, checks mirrors before slowing or stopping, stops for stop signs at a point of good visibility, or as called for by law, scans intersection, checks rearview mirror during stopping time and checks traffic when going through intersection.	Intersection Responses - Same as street usage plus right of way concept. Drivers should respond to intersection even without traffic. Direct the right-of-way comments and questions to the student observers. If necessary, assist driver with "already learned information and skills" (e.g., when to start braking, where to stop for stop signs).
	Headway Responses - Adjusts speed properly, checks mirrors during/after speed changes, makes necessary steering corrections at correct time, centers car in lane or moves to right-hand half of lane, slows for degraded surface, steers around degraded surface.	Headway Responses - Same as street usage plus concept of vehicle position, speed, braking, accelerating, etc., for curves and hills. Again direct comments and questions to student observers, who should be using on-street checklist for S01 to rate driver.

P011

ROUTE REQUIREMENTS AND SEQUENCE	STUDENT PERFORMANCES	METHODS
1.2 10-12 blocks with: a) poorly marked lanes b) unmarked lanes c) narrow lanes d) narrow streets e) speed signs f) open intersections g) "sign" controlled intersections h) poor visibility/ blind intersection i) various intersection configurations (+ Y) j) roadway grades k) roadway curves l) changing/degraded surface	1.2 Street Usage Same as street usage 1.1 except compensate for general degraded conditions. Intersection Responses Same as intersection responses 1.1 except compensate for general degraded conditions. Headway Responses Same as headway responses 1.1 except compensate for general degraded conditions.	1.2 Street Usage Intersection Responses Headway Responses

ROUTE REQUIREMENTS AND SEQUENCE	STUDENT PERFORMANCES	METHODS P01
1.3 Series of Intersections with: a) marked lanes b) unmarked c) poorly marked d) turning bay e) (collector island) f) turning arrow g) advanced green h) delayed green i) divided streets j) undivided k) multi-lane l) two-lane m) two way n) one way o) (2-2, 2-1, 1-1, 1-2) p) two way stop q) four way stop r) yield s) traffic light t) open intersection u) no turn lanes v) good/bad visibility w) multi-intersection configuration x) grade/no grade y) speed signs z) wide/narrow -) degraded	Approaches - Uses proper (safe, legal) lane for turning objective, changes lane in advance, centers in selected lane, signals for maneuver, checks traffic to rear when changing lanes or slowing, adjusts speed in advance of turn, if stop is required before turn, uses safe and legal designated area (both for left and right). *Turns left - Accelerates slightly while turning. Avoids riding brake, looks through turn, makes turn from proper lane, responds to traffic control device, coordinates steering and accelerating, adjusts turn to intersection layout, accelerates properly coming out of the turn. Makes visual scan of intersection. *Try to perform at controlled intersection.	Approaches - Inform student of driving job of approaching intersections for left and right turns. Provide directions well in advance for correct procedures in lane selection, lane positioning, and speed adjustment. Give verbal corrections and positive feedback. Talk students through approach if necessary and as many times as necessary. Cue students of requirements in advance if student is not responding. Terminate verbal instruction when student is not responding. Terminate verbal instruction when student can perform. Assist student in responding to traffic. Identify for driver and observers any unusual or infrequent characteristics of the roadway. Turns left - Coach (talk through) students on first turn. Then let student try on his own. Provide advance cues if student is not responding. Be especially concerned with visual checks and coordination of speed and steering. Use general techniques from above on "approaches" plus emphasize right of way rules and intersection visibility (blind) with driver and observer.

ROUTE REQUIREMENTS AND SEQUENCE	STUDENT PERFORMANCES	METHODS
	*Left entry to new roadway selects proper lane, adjusts speed to requirements, checks rearview mirror while adjusting speed, centers in new lane. Turns right (same as left turns) Right entry to new roadway Same as left entry.	Left entry - Coach student in selecting lane, accelerating up to speed, uses verbal cues. Emphasize problem of crossing a lane of traffic. Turns right - Basically same teaching techniques as for "left turns and approach" from above. Emphasize speed adjustment, problem of less space for right turn, visibility, seeing techniques. Be prepared to provide manual assistance to student on first right turn (for both over and under steer). Right entry - Basically same teaching techniques as for "left turns and approach". Emphasize mirror checks, and increase speed to desired level.
2. Specific "Two-Lane Highway" Route characteristics: a) guide signs b) speed signs (30-35 mph) c) two lane d) marked lanes/unmarked e) intersects primary-primary f) intersects primary-secondary g) gradual curves h) sharp curves i) wide lanes j) narrow lanes k) lane drop l) grades m) poor surface n) degraded surface o) no passing zone p) bridge	2. Specific Performance Maintains speed - holds given speed, accelerates to specific speed, decelerates to specific speed, monitors speed without staring. Checks mirrors and blind spot periodically, focuses on point of reference far ahead, adjusts speed to sight distance. *Try to perform at a controlled intersection.	2. Specific Techniques Maintains speed - student drives on a highway at a limit not less than 25 or more than 35 mph. Teacher directs him to increase speed in 5-10 mph increments. Teacher demonstrates steering input, if necessary, by grasping wheel and guiding car. Teacher relates information from signs to driver and observers. Emphasize steering adjustments, visual skills, and speed control. Teacher should assist student in observing and responding to traffic.
112		113

ROUTE REQUIREMENTS AND SEQUENCE	STUDENT PERFORMANCES	METHODS
	Headway Responses - Student adjusts speed to hills, curves, and surface (accelerates properly in curves, declerates before reaching curve, accelerates up hills, decelerates (gas/brake) for down hill); slows for bad road and readjusts to safe speed; looks far ahead and makes adjustments at proper time, checks mirrors when slowing, reacts to signs indicating crossroads. Slows more for uncontrolled intersections than for controlled and performs visual scan commensurate with the situation.	Headway responses - Teacher cues student to the rear to adjust speed and comments on correct performance. Emphasize mirror checks when slowing, and the correct times to make speed adjustments to roadway. Direct observers to "mentally" roleplay adjusting speed. Teacher should interact with observers to make sure they are using their checklists properly.
	Lane responses - Maintains position in right-hand lane with/without markings, uses right half of lane when approaching hills, slows and centers in lane for intersections, drives in lane without weaving, adjusts position to avoid degraded road surfaces (bumps, dips) when possible, responds properly to bridges.	Lane responses - Teacher cues students to need for lane adjustments and terminates cues when students are performing well. Teacher may find it necessary to demonstrate how to place and hold vehicle near inside (next to center) and outside lane limits. This can be done by grasping the steering wheel and guiding and holding vehicle in outer lane, then on inside of lane. (This should seldom be necessary, since students have practiced lane positioning on the range.)

1 P02

Unit 3, second of 2 on-street lessons: "Observing & Responding to Traffic"

PURPOSE*: The primary purpose of this lesson is to enable students to observe and respond to traffic. In the first on-street lesson, students responded to the "roadway" in two driving areas--fringe city and two-lane highway. In that lesson, students should have learned to cope with the roadway design and configuration. In S02, students are expected to develop and demonstrate the capability to perform normal driving tasks when other vehicles are sharing the roadway. (The route, therefore, should contain portions of the route used in S01, or have characteristics similar to those used in S01.) During this lesson, students will also be exposed to expressway driving. The primary purpose here is to have students respond to the "roadway" as they did in S01 for the fringe city and two-lane highway driving areas. For the expressway portion of S02, therefore, the instructor is expected to help students cope with other traffic.

GENERAL METHODS: General and specific guidance is provided within the lesson itself. The instructor is responsible for assuring adequate practice of each task based on student performance.

* Refer to the performance objectives for Module 3-2 in the Appendix to Unit 3, Safe Performance Curriculum instructor guidance packages. (Instructor should be thoroughly familiar with these objectives prior to the on-street lesson.)

ROUTE REQUIREMENTS AND SEQUENCE	STUDENT PERFORMANCES	METHODS
General Moderate traffic volume. Driving areas characterized by (1) fringe city, (2) two-lane highway, and (3) expressway.	General Student responds to roadway and traffic in driving areas (1) and (2). Student responds to roadway in driving area (3).	General Instructor provides direction on route to be driven in time for students to demonstrate procedures. Evaluates student performance in terms of speed and positioning of the vehicle, safe operator behaviors, and responding to other roadusers. On the expressway, instructor provides students with assistance in observing and responding to other traffic.
1. Specific "Fringe City Area" Route characteristics similar to those used in S01.	1. Specific Performance Student is to demonstrate performances learned in S01, but is now expected to observe and respond to traffic in this area.	1. Specific Techniques Instructor evaluates and provides verbal corrections for performance. Requires student to repeat task if necessary, providing proper feedback to induce the correct response.
2. Specific "Two-Lane Highway" Route characteristics similar to those used in S01.	2. Specific Performance (Same as #1, above)	2. Specific Techniques (Same as #1, above)

P02

ROUTE REQUIREMENTS AND SEQUENCE	STUDENT PERFORMANCES	METHODS
3. Specific "Expressway" Route characteristics: a) good signing b) median c) no median d) good marking e) bad marking f) lane drop g) variety of ramps h) long deceleration i) short deceleration j) no deceleration k) long acceleration l) short acceleration m) weave lanes	3. Specific Performance Maintain speed - Maintains a speed appropriate for lane, holds given speed, changes speed with quick acceleration (passing gear), accelerates and decelerates to specific speeds, monitors speed without staring, checks mirrors periodically and when slowing. Focuses on point of reference far ahead. Checks blind spot and traffic to left and right. Headway responses - Adjusts speed to hills, curves, surfaces and interchanges, checks mirrors when slowing. Responds to surface change, dips, bumps, etc. Scans all lanes far ahead and near vehicle. Lane responses - Maintains position in lane, changes lanes, drives in center lane when possible. Checks mirrors, makes head check, signals when changing lanes.	3. Specific Techniques Maintain speed - Instructor helps student monitor other traffic. Directs students to change and maintain speed within a 40-50 mph range. Discusses with observers reasons for increased speed on expressways and points out problems of speed control. Headway responses - Point out usage of overhead signing, and kinds of information provided by signs. Stress visually scanning all lanes for travel. Help students observe and respond to other traffic. Lane responses - Help students select and change lanes both to right and left. Emphasize head checks, staying in lane, signalling, and merge and yield requirements. Question observers on best lanes to drive in under different situations. Help students observe and respond to other traffic.

P021

ROUTE REQUIREMENTS AND SEQUENCE	STUDENT PERFORMANCES	METHODS
	Entry responses - Demonstrates correct procedures for entering travel lane (see procedures in specification - performance objectives). Demonstrates adjustment for different length entry lanes.	Entry Responses - Talk student through procedures. Then let student perform on his own. Provide as many repetitions as possible. Stress speed control, speed adjust ments, signalling, legal requirements (merge-yield), head checks, mirror checks. When repeating performances, be sure to provide proper feedback/reinforcement.
	Exit responses - Demonstrates correct procedures for exiting from expressway (see procedures in specifications - performance objectives); demonstrates adjustment for different length exit lanes or absence of lanes for exit.	Exit responses - Same as entry except stress lane positioning and lane selection, and where to slow down.
	Ramp configuration responses Looks ahead to determine ramp configuration. Selects correct direction and speeds for using various ramp designs.	Ramp configuration responses Most difficulty in expressway driving results from entering, exiting and ramp usage. Provide several repetitions for different ramp configurations. Loop on and off the ramp to provide for repetition. Talk student through each new (different) design, or have student provide this information if you feel he is ready. Then terminate verbal cues. Emphasize speed control and when to make visual checks on the ramp. Be prepared to provide manual steering assistance on sharp radius turns.

P03

ON-ROAD PERFORMANCE TEST

Students in the Pre-Driver Licensing course receive the same on-road performance test as the students in the Safe Performance Curriculum. Use test and route designed for the school in which the program is being implemented. (Refer to On-Road Performance Test for the Safe Performance Curriculum, provided in the User Guidelines, "Evaluation Measures" section.)